



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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# Mark scheme January 2004

## GCE

# History

## Alternative J: Units 1 and 4

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**CRITERIA FOR MARKING GCE HISTORY:****AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

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**A: INTRODUCTION**

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

**B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS****Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/Guidance**

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

**Level 2:*****Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

***Or***

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/Guidance**

*Either* responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

*Or* responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

**Level 5:**

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

**C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:***Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

*Or*

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

**Level 2:***Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

*Or*

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

**Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

**Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

**Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

**Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

**D: DECIDING ON MARKS WITHIN A LEVEL**

*These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.*

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
  - generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

## AS Unit 1: The Origins and Consolidation of Totalitarian Regimes, 1918-1939

### Question 1

- (a) Explain briefly the significance of “teacher” in the context of the cult of personality in the USSR after 1929. (3 marks)

*Target: AO1.1, AO2*

L1: Demonstrates basic understanding of the issue using the source, e.g. Stalin setting himself up as a role model. **1**

L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. after Stalin’s 50<sup>th</sup> birthday he consciously built himself up as a hero, as Lenin’s pupil and father to the nation. **2-3**

- (b) Explain how the view on leadership qualities attributed to Stalin in Source A differ from those attributed **either** to Hitler in Source B **or** to Mussolini in Source C. (7 marks)

*Target: AO1.2, AO2*

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. A refers to “wise and practical leadership”, B to “wonderful Führer”, C to “the Duce”. **1-2**

L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. all sources give historical justification for their leaders A: “worthy continuer”, B: “Fatherland was threatened”, C: “re-establish the culture”. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. sees similarities in historical justification but also sees differences in A: “great strategist of the Socialist Revolution”, B: “Jewish bolshevism”, and C: “re-establish the culture”. **6-7**

- (c) Use Source A and either Source B or Source C, and your own knowledge.

Explain the importance of propaganda, in relation to other factors, in explaining the consolidation of power by 1939 in the totalitarian regimes you have studied.

(15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time and/or place, based on *either* own knowledge *or* the sources. **1-4**

- L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

***Or***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

***Or***

Demonstrates, by limited selection of material, *both* from the sources *and* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

### Indicative content

From the sources – e.g. refers to A: “brilliant leader and teacher”, “the great strategist”, “military commander and guide”, “perspective”, “purpose”, “Stalin is the Lenin of today”. B: “I feel compelled by unceasing love”, “our beautiful dear Fatherland”. C: “rides at the head”, “the new might”.

From own knowledge – propaganda (posters, rallies, literature, radio etc) must form part of a balanced response considering, e.g. use of terror, support from elites.

At Level 1 answers are likely to consider a limited range of undeveloped points; there will be greater range and selectivity of points and some supportive description at Level 2. At Level 3 responses will have greater accuracy, range and depth and will make some links to the “importance” of the factors identified, though these will not necessarily be sustained.

At Level 4 the case will be argued more strongly, e.g. was there genuine support for the regime and its leader or it was tolerated out of fear, with some explanation of the importance of other factors. At Level 5 the answers will engage more significantly in debate, cross-referencing sources and own knowledge, drawing conclusions about the relationship between propaganda and the other factors that enabled the establishment of a totalitarian regime.

## Question 2

- (a) Explain, briefly, what is meant by “unity of our party” in the context of the Bolshevik party after Lenin’s death. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. Lenin’s plan for the Poliburo to rule collectively. 1

- L2: Developed explanation of the term, linked to the context, e.g. Lenin’s Political Testament reviewed the leading Bolshevik personalities and identified the danger of a split. 2-3

- (b) Explain why from 1924 Stalin chose to act against Trotsky. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. rival for power, apparent successor. 1-2

- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. Trotsky’s leading role in the Revolution and civil war, different political ideology, personality clash. 3-5

- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. priority was to establish personal power, Trotsky was/made himself vulnerable. 6-7

- (c) “The most important reason for Stalin’s accession to power in the USSR by 1929 was his skilful use of the ‘Lenin Legacy’.”

Explain why you agree or disagree with this statement. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. 1-4

- L2: **Either**  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or**  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

The Lenin Legacy: how Stalin presented as the heir to Lenin's legacy, political advantage he gained in his accession to power by 1929. Other factors explaining his accession might include Trotsky's misjudgements, Stalin's political outmanoeuvring and isolating his opponents, Stalin's power base within the Party bureaucracy, the ideological debates etc. Better answers will link each factor to Stalin's accession to power in 1929.

At Level 1 answers will be brief, and may focus only on the Lenin Legacy – presented himself as the worthy successor to Lenin. At Level 2 answers may explain how he exploited the Lenin Legacy with some relevant links to the question or may describe other reasons for Stalin's accession to power, e.g. action against Trotsky, the LW and the RW. At Level 3 answers will begin to consider a range of reasons explaining Stalin's accession to power. The answers may lack weight/balance, e.g. demonstrates good understanding of the importance of Stalin's position within the bureaucracy but more limited on other factors. At Level 4 the answer will show a balanced and broad understanding of the question, e.g. considers the relative importance of several reasons perhaps concluding exploitation of the Lenin Legacy was only the start. At Level 5 there will be judgement about the relative importance of various reasons.

### Question 3

- (a) Explain briefly what is meant by "national weakness" with reference to **either** the Weimar Republic (1928-33) **or** Italy (1918-22)? **(3 marks)**

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the growing opposition to the government in Italy before 1922 or economic weakness in Germany before 1933. **1**

L2: Developed explanation of the term, linked to the context, e.g. d'Annunzio seized Fiume in response to liberal government weakness, Presidential rule by decree as democratic government failed in Germany. **2-3**

(b) Explain why **either** the Nazis in Germany 1928-33 **or** the Fascists in Italy 1918-1922 believed their political ideas would restore national pride. *(7 marks)*

*Target: AO1.1, AO1.2*

L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. Germans/Italians turned against the government that did not resolve key problems. **1-2**

L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. saw democracy as weak (anti-democracy) and promised to replace it with one-party government hence the Fascist Grand Council/Enabling Law. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. restore international prestige (nationalism), curb Trade Unions (anti-socialism) but may conclude that the most important reason was ideological belief in Fuhrerprinzip. **6-7**

(c) "Ideology was the most important factor uniting the party."

Explain why you agree or disagree with the statement with reference **either** to the Nazis in Germany by the end of 1933 **or** to the Fascists in Italy by the end of 1922.

*(15 marks)*

*Target: AO1.1, AO1.2, AO2*

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: **Either**  
Demonstrates, by relevant selection of material, some understanding of a range of issues.

**Or**

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

Some key areas should be identified and used to explain party unity, e.g. anti-socialism, anti-democracy, nationalism and militarism.

Ideology needs to be considered against other factors including the ability of Nazism/Fascism to provide a political home for the discontented through internal organisation and discipline, the emergence of Nazism/Fascism as a mass movement, propaganda and electioneering tactics and the party leadership. Better answers will link each factor to the unity of the party.

At Level 1 answers will be brief, and may focus only on one aspect of ideology, e.g. anti-democracy. At Level 2 answers may consider several aspects of ideology or may describe the policies that held the party together, e.g. terror/propaganda with few links to ideology. At Level 3 answers will begin to address the issue of ideology and how far it held the party together. The answers may lack weight, e.g. a limited understanding of ideology but some debate on its effectiveness compared to other factors, or may lack balance, e.g. broad understanding of ideology but little debate of its impact on the party compared to other factors. At Level 4 answers will show a balanced and broad understanding of the question identifying ideology but questioning how cohesive it was and introducing other factors that held the party together – terror, propaganda, leadership etc. At Level 5 there will be judgement about how effective the ideology was, possibly concluding ideology barely existed.

## A2 Unit 4: Totalitarian Ideologies, Economic, Social and Foreign Policies 1848-1956

### Question 1

- (a) Use **Source B** and your own knowledge.

Explain what is meant by “transition to socialism” in the context of Marxist ideology.  
(5 marks)

*Target: AO1.1, AO1.2*

- L1: Basic definition with limited exemplification, e.g. period immediately following revolution. **1**
- L2: Demonstrates understanding of the concept with supporting detail drawn either from the source and/or from own knowledge, e.g. temporary phase of compromise between ‘socialist and private sectors’. **2-3**
- L3: As L2, with developed references to both the source and own knowledge, e.g. time of development of Communist over capitalist influence (source) under mixed economy with some private enterprise (knowledge). **4-5**

- (b) Use Sources A and B and your own knowledge.

How fully do **Sources A and B** explain why Lenin and Stalin adapted Marxist ideology to their own needs?

*Target: AO1.1, AO1.2, AO2*

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both source and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency etc. in relation to the issue. **9-10**

### Indicative content

Answers at Level 1 are likely to note that A refers to ‘struggles’ and B to the ‘road to Communism’. Answers at Level 2 will provide more detailed assessment, e.g. A suggests that ‘other’ groups might not be ‘pure’ Communists while B talks of socialism ‘gradually expanding its influence’. By Level 3 candidates will draw conclusions about the utility of the extracts, e.g. by noting that A refers back from the start of the 100-year period and B does not

state a time-scale for the ‘co-existence’ of the socialist and private sectors. At Level 4 the differing nature of the extracts may be used to help in reaching a judgement, e.g. neither make specific reference to Stalin’s ‘needs’ (sources) but they do suggest compromise and gradualism, which conflict with his aim of rapid industrialisation.

(c) Use Sources C and D and your own knowledge.

“Fascist ideology, based on nineteenth century ideas, demanded that the achievement of economic stability was a priority for the regimes of Hitler and Mussolini.”

(15 marks)

Assess the validity of this view.

*Target: AO1.1, AO1.2, AO2*

L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-4**

L2: ***Either***

Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

***Or***

Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **12-13**

L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **14-15**

## Indicative content

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over the period of at least 100 years, as detailed in the specification, and to an appropriate range of factors as exemplified by the indicative content.

Answers should consider the range of factors which determined the development of fascist ideology, and the extent to which these factors varied over time. C refers to Goering's perception that the need in 1936 was 'simply of producing', which ties in with the ancillary place given to economic means in fascist ideology but runs counter to the achievement of stability. The allegation of 'recklessness' underlines the previous point. D implies greater consideration for stability in its reference to the need for 'collaboration', but then indicates an unwillingness to endure delays, which are said to threaten 'solidity' but which may in fact be the result of prudence. Goering's planning and Mussolini's 'battles' are related to fascist dynamism/aggression rather than economic orthodoxy.

At Level 1 the focus is likely to be one particular aspect and a limited time scale. At Level 2, the response should make use of both sources although not necessarily in depth and will present a brief survey recognising change and identifying issues connected with the specified factors. By Level 3 the grasp of the issues will be more comprehensive and the use of sources and own knowledge will be more balanced; appreciation of the time scale will be good. At Level 4 understanding of change and continuity will be thorough with conclusions drawn from the sources and own knowledge. At Level 5 judgement will be securely based upon a sound understanding of the impact of contextual factors on ideology over time.

## Section B

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 level of response mark scheme and by the indicative content in the specific mark scheme for each question.

*Target: AO1.1, AO1.2, AO2*

### Standard Mark Scheme for Essays at A2 (*without reference to sources*)

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

***Or***

Answers implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

**Or**

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

**Question 2**

“Stalin failed to achieve any of his aims for the economy and society.” Assess the validity of this judgement with reference to the years 1929 to 1941. *(20 marks)*

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

Answers should identify factors which fall into the two categories, and be aware of overlap and of the changes in relative importance at different points in the development of the three Five Year Plans of the prescribed period. Economic results can best be indicated by statistical evidence, such as the official claim of the fivefold increase in coal production as opposed to the far less impressive agricultural record. On the social side, references to forced labour, dekulakisation and the declining standard of living are appropriate as evidence of deprivation. Achievement is perhaps more convincing from the perspective of a leader who subjugated the population while boosting his own status. Also, the consolidation of ‘Socialism in One Country’ might be perceived in the preparation for an attack from the West.

At Level 1 answers will be superficial, perhaps covering only one aspect. By Level 2, information on the two aspects will be given. At Level 3, there should be the beginnings of judgement, with a more balanced assessment emerging at Level 4. At this level, areas of overlap should also be identified. To reach Level 5, answers should show awareness of differing priorities at different times and reach an evaluation reflecting the complexity of the situation.

**Question 3**

“Stalin did not take the Nazi regime seriously enough as a threat to Soviet security.” How far do you agree with this statement in relation to the practical and ideological aspects of Soviet foreign policy in the years 1933 to 1941? (20 marks)

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

Answers should identify factors which fall into each of these two categories, and be aware of overlap and of the change in relative importance at differing points in the Litvinov and Molotov periods. Practical factors include the need to ‘catch up’ economically with the West and, especially after 1936, to prepare militarily and diplomatically for a potential attack. The ideological dimension is focused on the declared Nazi aim for lebensraum, which could only be achieved at the expense of the Soviet Communist state. Synoptic understanding will suggest that the two aspects were inter-linked, e.g. the Nazi-Soviet Pact not only enabled gains in Poland but also contradicted ideological polarities.

At Level 1 answers will deal superficially with one or both aspects. At Level 2, information on both practice and ideology will be given. At Level 3, there should be the beginnings of judgement, with a more balanced assessment emerging at Level 4. At this level, areas of overlap should also be identified. To reach Level 5, answers should show awareness of differing priorities at different times and reach an evaluation reflecting the complexity of the situation.

**Question 4**

“The regime found it impossible to achieve a satisfactory economic balance.” How far do you agree with this assertion in relation to **either** the “guns and butter” conflict in Germany in the years 1933 to 1941 **or** the economic “battles” in Italy in the years 1922 to 1940? (20 marks)

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

Answers should identify factors which reflect balance in the course of evaluating **either** the relative importance of either ‘guns and butter’ **or** the relative achievements of the economic ‘battles’ at the various relevant points in the regime considered. In Germany, during the pre-1936 Schacht period, there was a definite emphasis on economic balance, including the avoidance of a deficit and the maintenance of productivity in consumer goods. Under Goerings Four Year Plan, however, there was a clear push to rearmament even though the price was economic over-heating. In Italy, the ‘battles’ for the marshes, grain, births and the lire were not so much matters of detailed planning but vehicles for the promotion of the regime. Appropriately synoptic responses will make explicit their awareness of military/political dimensions underlying economic policy.

At Level 1, answers will be superficial and narrow in their references to economic policy. By Level 2, information on **either** ‘guns and butter’ **or** more than one economic ‘battle’ will be given. At Level 3, there should be the beginnings of balance **either** between the two sides of the ‘conflict’ **or** in the assessment of achievement in the ‘battles’, with a more even and developed evaluation emerging at Level 4. At this level, areas of overlap should also be identified. To reach Level 5, answers should show awareness of differing priorities at different times and reach judgements reflecting the complexity of the situation.

**Question 5**

To what extent was foreign policy conducted at the expense of the economic stability of the regime in relation to **either** Germany in the years 1933 to 1941 **or** Italy in the years 1922 to 1940? (20 marks)

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

Answers should identify factors which link aims and achievements in foreign policy with, e.g. their impact on the position of the leader/party/army and the condition of the economy. At the higher levels there will be an awareness of overlap and of the changes in impact at different times in the development of the chosen regime. In Germany, 1935/36 may be noted as the point at which foreign policy became more overtly aggressive with significant consequences for, e.g. the economy in terms of rearmament rather than consumer goods. At the same time, Italy enjoyed the ‘glory’ of the conquest of Abyssinia but at the cost of the diversion of resources to Africa while Germany began to extend its influence in Europe. Appropriately synoptic answers will look not just at specific significant episodes but will also take the broader view of Nazi/Fascist foreign policy as a superficial source of national pride but a substantial burden on limited resources.

At Level 1, answers will deal superficially and narrowly with foreign policy. By Level 2, examples quoted will be placed in some context. At Level 3, there should be the beginnings of assessment of extent of instability caused, with greater balance emerging at Level 4. At this level, areas of overlap should also be identified. To reach Level 5, answers should show awareness of differing priorities/effects at different times and reach an evaluation reflecting the complexity of the situation.

### Question 6

How far did **any one** of the totalitarian regimes you have studied maintain control of, and achieve progress in, the economy? (20 marks)

*Target: AO1.1, AO1.2, AO2*

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Answers should identify factors which fall into each of the categories, ‘control’ and ‘progress’, and be aware of overlap and of the changes in relative emphasis at different points in the development of the chosen regime. The maintenance of control includes not just the avoidance of economic crisis but also the totalitarian imperative to dominate in all areas of government and society. Thus, for Stalin, Communist-style direction was pursued through Gosplan, for Hitler the New Plan and Four Year Plan were devised as frameworks for (loosely) specified goals, and for Mussolini the corporative state at least looked like a controlling mechanism. As for the achievement of progress, statistical evidence should be used to support any arguments, which will be placed in the wider context of, e.g. security/expansionist intentions in answers which show synoptic understanding.

At Level 1, answers will be superficial, perhaps covering only one aspect. At Level 2, information on both control and progress will be given. At Level 3, there should be the beginnings of evaluation, with a more balanced assessment emerging at Level 4. At this level, areas of overlap should also be identified. To reach Level 5, answers should show awareness of differing priorities at different times and reach an evaluation reflecting the complexity of the situation.